Core Competencies

The core competencies are a set of intellectual, personal, and social and emotional proficiencies that students will develop through the course of their schooling. These core competencies encompass a set of skills and abilities that are embedded in each discipline and area of learning.

- Core Competencies: Communication
- Core Competencies: Personal and Social
- Core Competencies: Thinking
- Core Competency Examples

Core Competencies: Communication



The Communication competency encompasses the knowledge, skills, processes and dispositions we associate with interactions with others. Through their communication, students acquire, develop and transform ideas and information, and make connections with others to share their ideas, express their individuality, further their learning, and get things done. The communication competency is fundamental to finding satisfaction, purpose and joy.

The Communication Core Competency has two interrelated sub-competencies:

Communicating encompasses the set of abilities that people use to impart and exchange information, experiences, and ideas; to explore the world around them; and to understand and effectively use communication forms, strategies, and technologies. Communicating provides a bridge between peoples' learning, their personal and social identity, and the world in which they interact.

People who communicate effectively use their skills and strategies intentionally to ensure understanding their audience. They communicate in an increasing variety of contexts, for a variety of purposes, and often with multiple audiences.

Collaborating involves the skills, strategies, and dispositions that people use to work together to pursue common purposes and accomplish common goals.

People who collaborate effectively recognize how combining others' perspectives, strategies, and efforts with their own enhances collective understanding, use, and impact. They value the contributions of group members, interact supportively and effectively using inclusive practices, and strive for shared commitment and mutual benefit.

Communicating

1. Connecting and engaging with others

Students engage in informal and structured conversations in which they listen, contribute, develop understanding and relationships, and learn to consider diverse perspectives. This facet of communication is closely linked to the building and sustaining of relationships at home, at school, in the community, and through social media.

2. Focusing on intent and purpose

Students communicate with intention and purpose. They understand that communication can influence, entertain, teach, inspire, and help us make sense of the world and our experiences. They recognize the role the audience plays in constructing meaning, and they make strategic choices to help convey their messages and create their intended impact. They draw from a range of forms, media, and techniques, monitoring and adjusting their approaches and assessing their effects.

3. Acquiring and presenting information

Students communicate by receiving and presenting information. They inquire into topics of interest and topics related to their studies. They acquire information from a variety of sources, including people, print materials, and media; this may involve listening, viewing, or reading, and requires understanding of how to interpret information. They present information for many purposes and audiences, and their presentations often feature media and technology.

Six Profiles

PROFILE	DESCRIPTION
Profile One	**In a safe and supported environment, I respond meaningfully to communication from peers and adults.**
Profile Two	**In familiar settings, I communicate with peers and adults.** I talk and listen to people I know. I can communicate for a purpose. I can understand and share basic information about topics that are important to me, and answer simple, direct questions about my activities and experiences.
Profile Three	**I communicate purposefully, using forms and strategies I have practiced.** I participate in conversations for a variety of purposes (e.g., to connect, help, be friendly, learn and share). I listen and respond to others. I can consider my purpose when I am choosing a form and content. I can communicate clearly about topics I know and understand well, using forms and strategies I have practiced. I gather the basic information I need and present it.

Profile Four	**I communicate clearly and purposefully, using a variety of forms appropriately.** I share my ideas and try to connect them with others' ideas. I am an active listener – I make connections and ask clarifying and extending questions when appropriate. I can plan ways to make my message clear and engaging for my audience and create communications that focus on a variety of purposes and audiences. I acquire the information I need for specific tasks and for my own interests and present it clearly.
Profile Five	**I communicate confidently, using forms and strategies that show attention to my audience and purpose.** In discussions and conversations, I am focused and help to build and extend understanding. I am an engaged listener; I ask thought-provoking questions when appropriate and integrate new information. I can create a wide range of effective communications that feature powerful images and words, and I identify ways to change my communications to make them effective for different audiences. I use my understanding of the role and impact of story to engage my audiences in making meaning. I acquire information about complex and specialized topics from various sources, synthesize it, and present it with thoughtful analysis.
Profile Six	**I communicate with intentional impact, in well-constructed forms that are effective in terms of my audience and in relation to my purpose.** I contribute purposefully to discussions and conversations. I synthesize, deepen, and transform my own and others' thinking. I can weave multiple messages into my communications; I understand that my audience will use their own knowledge and experiences in making meaning. I show understanding and control of the forms and technologies I use; I can assess audience response and draw on a repertoire of strategies to increase my intended impact. I can acquire, critically analyze, and integrate well-chosen information from a range of sources.

Collaborating

1. Working collectively

Students combine their efforts with those of others to effectively accomplish learning and tasks. As members of a group, they appreciate interdependence and cooperation, commit to needed roles and responsibilities, and are conscientious about contributing. They also negotiate respectfully and follow through on plans, strategies, and actions as they share resources, time, and spaces for collaborative projects.

2. Supporting group interactions

Students engage with others in ways that build and sustain trusting relationships and contribute to collective approaches. They value diverse perspectives and integrate the ideas of others with their own to tackle tasks, issues, and problems. Students seek to distribute leadership, listen actively, take turns in discussions, acknowledge contributions, and identify missing voices. They regulate the group's interactions together, mutually encouraging one another, creating space for marginalized voices, and applying constructive strategies to navigate through misunderstandings, struggles, and conflict.

3. Determining common purposes

Students develop shared understandings of information, issues, situations, and problems in pursuit of common purposes and goals. They honour various group processes and proactively support movement forward, including refocusing on intended goals as needed. They revise plans according to mutual deliberations and strive for consensus. As co-members of a group, students see one another as valuable resources, commit to impact and collective success, assess group results and processes, and share in the recognition of achievements.

Six Profiles

PROFILE	DESCRIPTION
Profile One	**In familiar situations, I can participate with others.**
Profile Two	**In familiar situations, I cooperate with others for specific purposes.** I contribute during group activities, cooperate with others, and listen respectfully to their ideas. I can work with others for a specific purpose.
Profile Three	**I contribute during group activities with peers and share roles and responsibilities to achieve goals.** I take on different roles and tasks in the group and work respectfully and safely in our shared space. I express my ideas and help others feel comfortable to share theirs so that all voices are included. I work with others to achieve a common goal and can evaluate our group processes and results.

Profile Four	**I can confidently interact and build relationships with other group members to further shared goals.** I can identify and apply roles and strategies to facilitate groupwork. I draw on past experiences to negotiate and develop group processes. I am an active listener and speaker. I share my ideas and try to connect them with others' ideas, I ask clarifying questions and check for understanding when appropriate, and I test my ideas with others and consider their input. I help resolve conflicts and challenges as they arise. I recognize how my contributions and those of others complement each other. I can plan with others and adjust our plan according to the group's purpose.
Profile Five	**I can facilitate group processes and encourage collective responsibility for our progress.** I play a role in collectively monitoring the progress of the group and adjust my contributions as needed. I recognize the interdependence of our roles and draw on these to move us forward. I ask thought-provoking questions, integrate new information and various perspectives from others, and think critically about whose voices are missing. I can disagree respectfully, and I anticipate potential conflicts and help manage them when they arise. I give, receive, and act on constructive feedback in support of our goals, and I can evaluate and revise plans with other group members.
Profile Six	**I can connect my group with other groups and broader networks for various purposes.** I can step outside of my comfort zone to develop working relationships with unfamiliar groups. I develop and coordinate networking partnerships beyond and in service of the group. I demonstrate my commitment to the group's purpose by taking on different roles as needed. I acknowledge different perspectives and seek out and create space for missing or marginalized voices. I summarize key themes to identify commonalities and focus on deepening or transforming our collective thinking and actions. I recognize when wisdom and strategies from others are needed and access these to address complex goals. I help create connections with other groups or networks to further our common goals and our impact.

To view the Connections and Illustrations for the Core Competencies please visit the BC's New Curriculum website.

Core Competencies: Personal and Social



The Personal and Social competency is the set of abilities that relate to students' identity in the world, both as individuals and as members of their community and society. Personal and social competency encompasses what students need to thrive as individuals, to understand and care about themselves and others, and to find and achieve their purposes in the world.

The Personal and Social Core Competency has three interrelated sub-competencies:

Personal awareness and responsibility involves understanding the connections between personal and social behaviour and well-being; it encourages people to make constructive and ethical decisions and act on them.

People who are personally aware and responsible demonstrate self-respect, persevere in difficult situations, and exercise responsibility. They understand that there are consequences for their decisions and actions. A personally aware and responsible individual takes steps to ensure their well-being, sets goals and monitors progress, regulates emotions and manages stress, and recognizes and advocates for their own rights.

Positive personal and cultural identity involves the awareness, understanding, and appreciation of the factors that contribute to a healthy sense of oneself; it includes knowledge of one’s family background, heritage(s), language(s), beliefs, and perspectives in a pluralistic society.

People who have a positive personal and cultural identity value their personal and cultural narratives and understand how these shape their identity. They exhibit a sense of self-worth, self-awareness, and positive identity to become confident individuals who take satisfaction in who they are and what they can do. They contribute to their own well-being and to the well-being of their family, community, and society.

Social awareness and responsibility involves the awareness, understanding, and appreciation of connections among people, including between people and the natural environment. Social Awareness and Responsibility focuses on interacting with others and the natural world in respectful and caring ways.

People who are socially aware and responsible contribute to the well-being of their social and physical environments. They support the development of welcoming and inclusive communities, where people feel safe and have a sense of belonging.

A socially aware and responsible individual contributes positively to their family, community, and environment; empathizes with others and appreciates their perspectives; resolves problems peacefully; and develops and sustains healthy relationships.

Personal Awareness and Responsibility

1. Self-advocating

Students who are personally aware and responsible have a sense of self-worth and a growing confidence in a variety of situations. They value themselves, their ideas, and their accomplishments. They are able to express their needs and seek help when needed, find purpose and motivation, act on decisions, and advocate for themselves.

2. Self-regulation

Students who are personally aware and responsible take ownership of their choices and actions. They set goals, monitor progress, and understand their emotions, using that understanding to regulate actions and reactions. They are aware that learning involves patience and time. They can persevere in difficult situations, and to understand how their actions affect themselves and others.

3. Well-being

Students who are personally aware and responsible recognize the factors that affect their holistic wellness and take increasing responsibility for caring for themselves. They keep themselves healthy and stay active, manage stress, and express a sense of personal well-being. They make choices that contribute to their safety in their communities, including their online communities and use of social media. They recognize their personal responsibility for their happiness and have strategies that help them find peace in challenging situations.

Six Profiles

PROFILE	DESCRIPTION
Profile One	**I can show a sense of accomplishment and joy, and express some wants, needs, and preferences. I can sometimes recognize my emotions.**
Profile Two	**I can initiate actions that bring me joy and satisfaction and recognize that I play a role in my well-being.** I can seek out experiences that make me feel happy and proud. I can express my wants and needs and celebrate my efforts and accomplishments. I have some strategies that help me recognize and manage my feelings and emotions. I recognize and can explain my role in learning activities and explorations, and I can give some evidence of my learning. I can describe how some specific choices can affect my well-being and participate in activities that support my well-being.

Profile Three	**I can make choices that help me meet my wants and needs and increase my feelings of well-being. I take responsibility for my actions.** I can take action toward meeting my own wants and needs and finding joy and satisfaction, and work toward a goal or solving a problem. I can use strategies that increase my feeling of well-being and help me manage my feelings and emotions. I can connect my actions with both positive and negative consequences and try to make adjustments; I accept feedback. I make decisions about my activities and take some responsibility for my physical and emotional well-being.
Profile Four	**I can recognize my strengths and take responsibility for using strategies to focus, manage stress, and accomplish my goals.** I advocate for myself and my ideas; I accept myself. I am willing to engage with ideas or information that is challenging for me. I can be focused and determined. I can set realistic goals, use strategies to accomplish them, and persevere with challenging tasks. I can tell when I am becoming angry, upset, or frustrated, and I have strategies to calm myself. I can make choices that benefit my well-being and keep me safe in the communities I belong to.
Profile Five	**I recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.** I have valuable ideas to share. I am willing to explore controversial issues, and I can imagine and work toward change in myself and in the world. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need.

Profile Six	**I recognize my value and advocate for my rights. I take responsibility for my choices, my actions, and my achievements.** I have valuable ideas to share. I am willing to explore controversial issues, and I can imagine and work toward change in myself and in the world. I can set priorities; implement, monitor, and adjust a plan; and assess the results. I take responsibility for my learning, seeking help as I need it. I use strategies for working toward a healthy and balanced lifestyle, for dealing with emotional challenges, and for finding peace in stressful times. I know how to find the social support I need.

Positive Personal and Cultural Identity

1. Understanding relationships and cultural context

Students understand that their relationships and cultural contexts help to shape who they are. This includes culture in its broadest sense, including how one identifies in terms of ethnicity, nationality, language(s), abilities, sexual orientation, gender identity, age, geographic region, and religious or spiritual beliefs. Students explore who they are in terms of their relationship to others and their relationship to the world (people and place) around them.

2. Recognizing personal values and choices

Students define who they are by what they value. They understand how what they value has been influenced by their life experiences. They identify how their values help to shape their choices, in all contexts of their lives.

3. Identifying personal strengths and abilities

Students acknowledge their strengths and abilities, and they intentionally consider these as assets, helping them in all aspects of their lives. Students understand that they are unique and are a part of larger, and often multiple, communities. They explain how they are using their strengths and abilities in their families, their relationships, and their communities.

Six Profiles

PROFILE	DESCRIPTION
Profile One	**I am aware of myself as different from others.** I know my name. I am aware of some of my family and/or caregiver relationships.

Profile Two	**I am aware of different aspects of myself. I can identity people, places, and things that are important to me.** With some help, I can identify some of my attributes. I can identify objects or images that represent things that are important to me and explain what I like and dislike. I can describe my family, home, and/or community (people and/or place).
Profile Three	**I can describe different aspects of my identity.** I can identify my individual characteristics and explain what interests me. I can describe different groups that I belong to.
Profile Four	**I have pride in who I am. I understand that I am a part of larger communities.** I can describe and demonstrate pride in my positive qualities, characteristics, and/or skills. I can explain why I make specific choices. I am able to represent aspects of my cultural contexts (such as family, communities, school, peer groups) through words and/or images, and describe some ways that I participate in, or am connected to, a community.
Profile Five	**I understand that my identity is influenced by many aspects of my life. I am aware that my values shape my choices and contribute to making me a unique individual.** I understand that my characteristics, qualities, strengths, and challenges make me unique and are an important part of the communities I belong to (including people and places). I understand that what I value influences the choices I make and how I present myself in various contexts (including online). I can explain how I am able to use my strengths to contribute in my home and/or communities.

Profile Six	**I can identify how my life experiences have contributed to who I am; I recognize the continuous and evolving nature of my identity.** I can identify ways in which my strengths can help me meet challenges, and how my challenges can be opportunities for growth. I understand that I will continue to develop new skills, abilities, and strengths. I can describe how aspects of my life experiences, family history, background, and where I live (or have lived) have influenced my values and choices. I understand that my learning is continuous, my concept of self and identity will continue to evolve, and my life experiences may lead me to identify with new communities of people and/or place.

Social Awareness and Responsibility

1. Building relationships

Students build and maintain diverse, positive peer and intergenerational relationships. They are aware and respectful of others' needs and feelings and share their own in appropriate ways. They adjust their words and actions to care for their relationships.

2. Contributing to community and caring for the environment

Students develop awareness of and take responsibility for their social, physical, and natural environments by working independently and collaboratively for the benefit of others, communities, and the environment. They are aware of the impact of their decisions, actions, and footprint. They advocate for and act to bring about positive change.

3. Resolving problems

Students identify and develop an appreciation for different perspectives on issues. They show empathy, disagree respectfully, and create space for others to use their voices. They generate, use, and evaluate strategies to resolve problems.

4. Valuing diversity

Students value diversity, defend human rights, advocate for issues, and interact ethically with others. They are inclusive in their language and behaviour and recognize that everyone has something to contribute. Their approach to inclusive relationships exemplifies commitment to developing positive communities.

Six Profiles

PROFILE	DESCRIPTION

Profile One	**I can be aware of others and my surroundings.** I like to be with my family and friends. I can help and be kind. I can tell when someone is sad or angry and try to make them feel better. I am aware that other people can be different from me.
Profile Two	**In familiar settings, I can interact with others and my surroundings respectfully.** I can build relationships and work and play cooperatively. I can participate in activities to care for and improve my social and physical surroundings. I use materials respectfully. I can solve some problems myself and ask for help when I need it. I listen to others' ideas and concerns. I can be part of a group and invite others to join. I can identify when something is unfair to me or to others.
Profile Three	**I can interact with others and the environment respectfully and thoughtfully.** I can build and sustain relationships and share my feelings. I contribute to group activities that make my classroom, school, community, or natural world a better place. I can identify different perspectives on an issue, clarify problems, consider alternatives, and evaluate strategies. I can demonstrate respectful and inclusive behaviour with people I know. I can explain why something is fair or unfair.
Profile Four	**I can take purposeful action to support others and the environment.** I can build relationships and be a thoughtful and supportive friend. I can identify ways my actions and the actions of others affect my community and the natural environment. I look for ways to make my classroom, school, community, or natural world a better place and identify small things I can do that could make a difference. I demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer.

Profile Five	**I can take purposeful action to support others and the environment.** I can build relationships and be a thoughtful and supportive friend. I can identify ways my actions and the actions of others affect my community and the natural environment. I look for ways to make my classroom, school, community, or natural world a better place and identify small things I can do that could make a difference. I demonstrate respectful and inclusive behaviour in a variety of settings, and I recognize that everyone has something to offer.
Profile Six	**I can initiate positive, sustainable change for others and the environment.** I build and sustain positive relationships with diverse people, including people from different generations. I show empathy for others and adjust my behaviour to accommodate their needs. I advocate and take thoughtful actions to influence positive, sustainable change in my communities and in the natural world. I can analyze complex social or environmental issues from multiple perspectives and understand how I am situated in types of privilege. I act to support diversity and defend human rights and can identify how diversity is beneficial for the communities I belong to.

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Core Competencies: Thinking



The Thinking competency encompasses the knowledge, skills, and processes we associate with intellectual development. It is through their competency as thinkers that students take subject-specific concepts and content and transform them into new understanding. Thinking competence requires specific thinking skills as well as habits of mind and metacognitive awareness. These are used to process information from a variety of sources, including thoughts and feelings that arise from the subconscious and unconscious mind and from embodied cognition to create new understandings.

The Thinking Core Competency has two interrelated sub-competencies:

Creative thinking involves the generation of ideas and concepts that are novel and innovative in the context in which they are generated, reflection on their value to the individual or others, and the development of chosen ideas and concepts from thought to reality.

People who think creatively are curious and open-minded, have a sense of wonder and joy in learning, demonstrate a willingness to think divergently, and are comfortable with complexity. A creative thinker reflects on existing ideas and concepts; uses imagination, inventiveness, resourcefulness, and flexibility; and is willing to take risks to go beyond existing knowledge.

Critical and reflective thinking encompasses a set of abilities that students use to examine their own thinking and that of others. This involves making judgments based on reasoning, where students consider options, analyze options using specific criteria, and draw conclusions.

People who think critically and reflectively are analytical and investigative, willing to question and challenge their own thoughts, ideas, and assumptions and challenge those of others. They reflect on the information they receive through observation, experience, and other forms of communication to solve problems, design products, understand events, and address issues. A critical thinker uses their ideas, experiences, and reflections to set goals, make judgments, and refine their thinking.

Creative Thinking

1. Creating and innovating

Students get creative ideas that are novel and have value. An idea may be new to the student or their peers, and it may be novel for their age group or the larger community. It may be new to a particular context or absolutely new. The idea or product may have value in a variety of ways and contexts – it may be fun, provide a sense of accomplishment, solve a problem, be a form of self-expression, provoke reflection, or provide a new perspective that influences the way people think or act. It can have a positive impact on the individual, classmates, the community, or the world.

2. Generating and incubating

Students may generate creative ideas through free play, engagement with other's ideas, or consideration of a problem or constraint, and/or because of their interests and passions. New ideas and inspirations can spontaneously arise from the unconscious mind, but students can also develop strategies to facilitate the generation of ideas – learning a lot about something, engaging in a period of reflection, providing time for incubation, and doing relaxing or automatic activities to quiet their conscious mind. The capacity for creative thinking expands as individuals increase their range of ideas and concepts to recombine them into new ideas. The ideas available as raw material for creative thinking depend on previous experiences and learning, as well as students' cultural legacies.

3. Evaluating and developing

Students reflect on their creative ideas in order to decide which ones to develop. They consider whether their idea would ultimately support the well-being of self, community, and the land. They do this with a sense of place and taking into consideration unintended consequences for other living things and our planet. If they decide to develop an idea, they work individually and/or collaboratively to refine it and work to realize it. This may require accessing the knowledge of those who have gone before, building the necessary skills, sustaining perseverance, using failure productively over time, and reflecting on process and results. It may also require the generation of additional creative ideas to come up with solutions to problems along the way.

Six Profiles

PROFILE	DESCRIPTION
Profile One	**I get ideas when I play.** I get ideas when I use my senses to explore. My play ideas are fun for me and make me happy. I make my ideas work or I change what I am doing.

Profile Two	**I can get new ideas or build on or combine other people's ideas to create new things within the constraints of a form, a problem, or materials.** I can get new ideas to create new things or solve straightforward problems. My ideas are fun, entertaining, or useful to me and my peers, and I have a sense of accomplishment. I can use my imagination to get new ideas of my own, or build on other's ideas, or combine other people's ideas in new ways. I can usually make my ideas work within the constraints of a given form, problem, or materials if I keep playing with them.
Profile Three	**I can get new ideas in areas in which I have an interest and build my skills to make them work.** I generate new ideas as I pursue my interests. I deliberately learn a lot about something by doing research, talking to others, or practicing, so that I can generate new ideas about it; the ideas often seem to just pop into my head. I build the skills I need to make my ideas work, and I usually succeed, even if it takes a few tries.
Profile Four	**I can get new ideas or reinterpret others' ideas in novel ways.** I get ideas that are new to my peers. My creative ideas are often a form of self-expression for me. I have deliberate strategies for quieting my conscious mind (e.g., walking away for a while, doing something relaxing, being deliberately playful), so that I can be more creative. I use my experiences with various steps and attempts to direct my future work.
Profile Five	**I can think "outside the box" to get innovative ideas and persevere to develop them.** I can get new ideas that are innovative, may not have been seen before, and have an impact on my peers or in my community. I have interests and passions that I pursue over time. I look for new perspectives, new problems, or new approaches. I am willing to take significant risks in my thinking in order to generate lots of ideas. I am willing to accept ambiguity, setbacks, and failure, and I use them to advance the development of my ideas.

Profile Six	**I can develop a body of creative work over time in an area of interest or passion.** I can get ideas that are groundbreaking or disruptive and can develop them to form a body of work over time that has an impact in my community or beyond. I challenge assumptions as a matter of course and have deliberate strategies (e.g., free writing or sketching, meditation, thinking in metaphors and analogies) for getting new ideas intuitively. I have a strong commitment to a personal aesthetic and values, and the inner motivation to persevere over years if necessary to develop my ideas.

Critical and Reflective Thinking

1. Analyzing and critiquing

Students learn to analyze and make judgments about a work, a position, a process, a performance, or another product or act. They reflect to consider purpose and perspectives, pinpoint evidence, use explicit or implicit criteria, make defensible judgments or assessments, and draw conclusions. Students have opportunities for analysis and critique through engagement in formal tasks, informal tasks, and ongoing activities.

2. Questioning and investigating

Students learn to engage in inquiry when they identify and investigate questions, challenges, key issues, or problematic situations in their studies, lives, and communities and in the media. They develop and refine questions; create and carry out plans; gather, interpret, and synthesize information and evidence; and reflect to draw reasoned conclusions. Critical thinking activities may focus on one part of the process, such as questioning, and reach a simple conclusion, while others may involve more complex inquiry requiring extensive thought and reflection.

3. Designing and developing

Students think critically to develop ideas. Their ideas may lead to the designing of products or methods or the development of performances and representations in response to problems, events, issues, and needs. They work with clear purpose and consider the potential uses or audiences of their work. They explore possibilities, develop and reflect on processes, monitor progress, and adjust procedures in light of criteria and feedback.

4. Reflecting and assessing

Students apply critical, metacognitive, and reflective thinking in given situations, and relate this thinking to other experiences, using this process to identify ways to improve or adapt their approach to learning. They reflect on and assess their experiences, thinking, learning processes, work, and progress in relation to their purposes. Students give, receive, and act on feedback and set goals individually and collaboratively. They determine the extent to which they have met their goals and can set new ones.

Six Profiles

PROFILE	DESCRIPTION
Profile One	**I can explore.** I can explore materials and actions. I can show whether I like something or not.
Profile Two	**I can use evidence to make simple judgments.** I can ask questions, make predictions, and use my senses to gather information. I can explore with a purpose in mind and use what I learn. I can tell or show others something about my thinking. I can contribute to and use simple criteria. I can find some evidence and make judgments. I can reflect on my work and experiences and tell others about something I learned.
Profile Three	**I can ask questions and consider options. I can use my observations, experience, and imagination to draw conclusions and make judgments.** I can ask open-ended questions, explore, and gather information. I experiment purposefully to develop options. I can contribute to and use criteria. I use observation, experience, and imagination to draw conclusions, make judgments, and ask new questions. I can describe my thinking and how it is changing. I can establish goals individually and with others. I can connect my learning with my experiences, efforts, and goals. I give and receive constructive feedback.
Profile Four	**I can gather and combine new evidence with what I already know to develop reasoned conclusions, judgments, or plans.** I can use what I know and observe to identify problems and ask questions. I explore and engage with materials and sources. I can develop or adapt criteria, check information, assess my thinking, and develop reasoned conclusions, judgments, or plans. I consider more than one way to proceed and make choices based on my reasoning and what I am trying to do. I can assess my own efforts and experiences and identify new goals. I give, receive, and act on constructive feedback.

Profile Five	**I can evaluate and use well-chosen evidence to develop interpretations; identify alternatives, perspectives, and implications; and make judgments. I can examine and adjust my thinking.** I can ask questions and offer judgments, conclusions, and interpretations supported by evidence I or others have gathered. I am flexible and open-minded; I can explain more than one perspective and consider implications. I can gather, select, evaluate, and synthesize information. I consider alternative approaches and make strategic choices. I take risks and recognize that I may not be immediately successful. I examine my thinking, seek feedback, reassess my work, and adjust. I represent my learning and my goals and connect these with my previous experiences. I accept constructive feedback and use it to move forward.
Profile Six	**I can examine evidence from various perspectives to analyze and make well-supported judgments about and interpretations of complex issues.** I can determine my own framework and criteria for tasks that involve critical thinking. I can compile evidence and draw reasoned conclusions. I consider perspectives that do not fit with my understandings. I am open-minded and patient, taking the time to explore, discover, and understand. I make choices that will help me create my intended impact on an audience or situation. I can place my work and that of others in a broader context. I can connect the results of my inquiries and analyses with action. I can articulate a keen awareness of my strengths, my aspirations and how my experiences and contexts affect my frameworks and criteria. I can offer detailed analysis, using specific terminology, of my progress, work, and goals.

To view the Connections and Illustrations for the Core Competencies please visit the BC's New Curriculum website.

Core Competency Examples

BC’s Core Competencies fit naturally into home learning! Here’s a quick refresher on each competency, with examples of how students might use them in everyday learning.

Communication

Communicating (Exchanging Ideas & Information)

- Speaking & Presenting: A student uses a slide deck (or another format) and clear, spoken language to explain the lifecycle of a cedar tree to siblings or the teacher on Seesaw.
- Digital Communication: A student writes a well-structured email, blog post, or Seesaw post summarizing a historical event.
- Visual Representation: A student creates a comic strip, graphic organizer, or other visuals to explain the plot of a story or novel they read.

Collaborating (Working Together)

- Group Projects: A student collaborates with siblings to build a science model, listens to and incorporates everyone's ideas into the final product.
- Feedback: While working on projects with siblings, students share ideas or suggestions about things they like or ways to improve them.

Thinking

Creative Thinking (Generating New Ideas)

- Invention & Design: A student designs a new gadget from recycled materials, testing prototypes to improve the final product.
- Creative Writing: A student writes an alternate ending to a story or composes an original poem from the perspective of a historical figure.
- Flexible Problem-Solving: A student runs into a roadblock during a coding project and tries three completely different workarounds to find one that works.

Critical and Reflective Thinking (Analyzing and Evaluating)

- Media Literacy: A student analyzes two different news articles about the same event to identify potential bias or missing viewpoints.
- Self-Correction: After completing a math assessment, a student reviews incorrect answers, identifies where they made a mistake, and rewrites the steps correctly.
- Data Analysis: A student collects data about people's favourite sports, graphs it, and shares conclusions about what sports are preferred and why.

Personal and Social

Personal Awareness and Responsibility (Self-Regulation & Well-being)

- Goal Setting: A student sets a goal to read for a certain number of minutes each day and tracks their progress in a journal.
- Emotional Regulation: A student recognizes when they feel overwhelmed by a challenging task and practices strategies to self-regulate (e.g., taking a short break and using positive self-talk to try again).
- Time Management: A student writes and follows a daily and weekly agenda that includes schoolwork, break time, extracurricular events, and fun!

Positive Personal and Cultural Identity (Understanding Self)

- Heritage Exploration: A student creates a family tree or a digital presentation exploring their cultural heritage, traditions, and family values.
- Self-Reflection: At the end of the school year, a student reflects on their progress toward a goal set in their Student Self Assessment (SSA), identifying how they met the goal and what they learned.

Social Awareness and Responsibility (Community & Environment)

- Empathy and Inclusion: A student notices a friend is struggling to join an activity and invites them in, making sure they are included.

- Global Citizenship: A student researches a global issue (like clean water access), shares about it, and organizes or participates in a fundraiser to help solve the issue.
- Environmental Stewardship: A student organizes recycling at home, participates in a local recycling program, or takes part in a community clean-up day.